



**THE COMPLETE
EDUCATION SOLUTION**

CREATING UNIQUE JOURNEYS FOR LIFE AND LEARNING

Accessibility Plan

East London School Nurture Primary School Create in the Community

Approved by TCES Operational Board on behalf of
Thomas Keaney, CEO and Schools' Proprietor

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Principles

At TCES East London, our mission is:

To educate, inspire and support children and young people through a creative process which promotes positive growth and change.

To remove barriers to learning in order that children and young people can enjoy school and are encouraged towards lifelong learning.

To specifically target social, emotional and behavioural skills and educational progress in order that all children and young people achieve their full potential.

Based on this principle we shall make every reasonable adjustment to ensure that pupils and stakeholders are able to access all areas of school life irrespective of any special needs or disabilities that they might have.

We recognise that inclusion is everyone's responsibility within the school not just those members of staff who have specific responsibility in that area.

Accessibility Plan

The Disability Discrimination Act 1995 (c 50) (informally, and hereafter, the DDA) is an Act of the Parliament of the United Kingdom which has now been repealed and replaced by the Equality Act 2010

To be clear about how the Equality Act 2010 is implemented in East London School, there is a section on each of the main aspects of school.

East London School will always ensure:

- that disabled people are actively involved in developing the scheme
- not to discriminate against disabled pupils in their admissions, exclusions and provision of education and associated services.
- to take account of people's disabilities (even if this means treating them more favourably) • to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- provision of resources to enable access to the curriculum for all pupils.

- that staff are trained and informed about the effective education of pupils with Disabilities
- to review the Accessibility Plan annually and publish the Accessibility Action Plan every 3 years.
- To promote Health & Safety within the premises inclusive of emergency evacuations (PEEP)

The school provides all pupils with a broad and balanced curriculum differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals

Dialogue

At East London School we believe that the only way to ensure the best for all pupils is to have an effective three-way dialogue between the school, the pupil, and the parents/ carers. This is essential when addressing accessibility of pupils with medical needs, disability, or any other complex needs.

If a pupil or a parent/ carer needs information provided in a different format to the usual methods this can be arranged on a case-by-case basis through the School Business Manager such as:

- in Braille
- in large print
- on audiotape
- through sign language

Impact Assessment

We will assess and prioritise the impact or likely impact of all existing and new policies and practices on disabled people.

Consultation with Local Authorities

All our pupils are referred to us by Local Authorities and we encourage SEN Officers, Educational Psychologists and Social Workers to attend Annual Reviews. We hold Children Looked After Reviews to encourage closer working with interested parties.

Transition/admission into East London School

East London carries out a rigorous programme to ensure a smooth transition for pupils on admission to the school. If a pupil has identified needs before admission, then these are assessed, and extra support is put in place, including thorough scrutiny about where the pupil will start their East London School journey; home, community, or main school. If staff need to adjust their teaching to reflect a disability, then this will be implemented, with appropriate training as necessary.

Access to buildings

There is currently access for the disabled to the ground floor area of all school sites: Stratford Marsh, Custom House – main school, and Barking Therapy and Life Skills Centre. Whilst there is no access to certain areas for those with reduced mobility i.e. the first floor, we would make room adjustments to cater for any such issues that may arise. We have a disabled access toilet for the use of pupils, parents/carers or any visitor on the ground floor of each site.

If a learner has accessibility issues to any area of the school, we will look at what reasonable adjustments can be made to ensure access to the curriculum. With this in mind, all subject specific classrooms are located on the ground floor.

Physical Environment

At East London School we recognise that in addition to ensuring reasonable alterations to the school site regarding accessibility, we also have a duty to ensure a work environment conducive to all learners. We will ensure good signage across the school to improve accessibility for hearing impaired pupils and parents. All sites are also designed to meet Autism-friendly specifications, including colour schemes, lighting, sound insulation/acoustics and wall displays.

Lessons and curriculum

The focus of school is the education that takes place in lessons. Primarily it is the classroom teacher who, working with any teaching assistant, ensures all pupils can access the curriculum.

However, for Create pupils being educated at home or in the community, this will take place in an off-site venue or the family home and will be delivered by a Therapeutic Education Practitioner (TEP) and overseen by the classroom teacher (Cluster Lead).

Differentiation is the primary means to ensure all pupils can access the curriculum. Differentiation is based on various sources of information. In the case of specific disabilities or medical needs it would be based on the needs outlined in the child's EHCP. If a pupil does not have an EHCP it would be based on whatever information the

classroom teacher has available including their own evaluation/assessment of the ability of an individual pupil.

Learning platforms will be available to all pupils with specific disabilities such as, but not limited to:

- Chromebooks
- Lexia
- Bedrock

In addition, interactive whiteboards in lessons improve accessibility to the curriculum for all pupils and in particular those with certain learning needs.

Behaviour for Learning

The policy should be read in association with the Behaviour policy. Although the expectations of conduct apply to everyone, we do recognise that if someone has an identified need, that means they are sometimes unable to follow expectations, we take this into account when addressing any behavioural issues.

Adjustments to Curriculum

If a pupil's needs involve an adjustment to the curriculum pupils normally take part in, then this is something we would be happy to implement. Such changes might involve a reduction in timetable due to certain medical or emotional needs during the period of integration. A pupil may be educated part of the time in the classroom and part of the time receiving 1:1 or small group tuition – TCES can accommodate differing learning needs under our Blended offer. A pupil may spend a part of their time being educated in a different institution, perhaps in a vocational environment.

Changes to classroom organisation may need to be implemented for pupils.

Assessment

Regular assessments are undertaken to identify individual pupils' abilities in National Curriculum English and Maths. Many pupils will go on to take GCSEs or Entry Level courses in these subjects and will have external assessment and moderation of coursework.

Medical Needs

The school Leadership Team will ensure that important information of pupils' medical needs are accessible to staff so they are aware of issues that might occur in lessons and around school.

Details of pupils with medical conditions will be easily accessible to staff only, in a lockable cabinet in the Admin Office or First Aid Room, with relevant details of those pupils and their condition. This is to ensure that staff are aware of any potentially life-threatening health risks and will be done in consultation with parents/carers and the pupil.

It is the responsibility of the SENCO and Pastoral Care Coordinator and School Office to maintain this information.

Health & Safety

We ensure all staff are aware of evacuation procedures and know what procedures are in place for those with a disability, for those who may need assistance to leave the building. Those individuals will have a bespoke evacuation plan created for them in the event of a fire, which would remain on file and easily accessible, and a copy kept in the Fire Folder (PEEP).

Equal Opportunities

We aim to:

- Create a culture and environment for pupils, staff, family members and all others with whom we come into contact, such as colleagues from partnership organisations, to be treated fairly, sensitively and in an equal manner regardless of race, ethnic origin, nationality, gender, disability, age, religion, sexual orientation, identity or transgender issues, marital or parental status, political belief or social/economic group, culture;
- To be aware of the particular needs of children and young people that may arise from the above and to respond appropriately.

Additional Policies

The Accessibility Action Plan should be read in conjunction with the following policies:

- Diversity and Equal Opportunities policy
- Admission policy and procedure
- SEND policy
- Curriculum guarantee

The School's Accessibility and Action Plan

The Accessibility Plan and Action Plan are available in the school or on the TCES website. If parents/carers require copies, they can contact the School Administrator on 020 8555 6737 who will send these out to you.

ELS, NP & CiC Accessibility Action Plan 2024-2025

		Objective	Strategy	Who	When	Success criteria
Regularly	1	Provide all staff with information on disabled pupils and strategies to use/ adjustments to make	At start of the academic year all staff reminded about location of details for disabled pupils. Also, a reminder issued for new staff and if there are new pupils.	SENCo & Pastoral Care Coordinator	Annually or when new pupils/ staff arrive	Complete awareness by staff who come into contact with pupils
As needed	2	Provide teaching staff with specific information on disabled pupils with whom they are working	A pre service risk assessment for each pupil will be devised/ updated at the start of each academic year and this will outline any disabilities that staff need to be aware of. Training to be provided where required.	SENCo & Pastoral Care Coordinator	Ongoing and as needs arise	Confidence/ expertise in delivery so that access is ensured.
Annually (at least)	3	Ensure all parents of disabled pupils are engaged in partnership approach to their child's needs	Annual review and at transfer have meeting with the Headteacher and SENCo	Headteacher/ SENCo & Pastoral Care Coordinator	Ongoing	Close working relationship between East London, family and professionals.
Termly	4	All pupils to be individually consulted about their needs and areas of difficulty	Regular pupil discussion with teacher, and teacher to liaise with Headteacher and SENCo, SENCo to liaise with Facilities department and SMT as needed.	Teacher/ Headteacher/ SENCo & Pastoral Care Coordinator / SMT	Ongoing	Pupil feels that views and needs are listened to and acted on.
Termly	5	Disabled pupils to have an input to school policy and practice	Have a disabled pupils' group to advise the school on areas of concern and difficulty for disabled pupils.	SENCo & Pastoral Care Coordinator	When applicable	Pupil feels that views and needs are listened to and acted on.

As needed	6	Ensure disabled stakeholders are able to fully take part in school activities	Offer Braille, signing or other reasonable services on a needs basis for parents at specific events if requested.	SENCo & Pastoral Care Coordinator	When applicable	Stakeholders are better able to take a full part in school activities
Annually	7	Review of existing and new policies, especially Learning and Teaching Policy and Recruitment policy	To assess impact and prioritise impact or likely impact	School Business Manager	Ongoing	Required amendments made promptly to policies as required.
Annually	8	Review Accessibility Action Plan	Operational Board to assess impact	Ops Board	Annually	Ops board to review, amend
			and prioritise actions	Meeting Agenda item	in review of Accessibility Plan	and distribute revised Accessibility Plan
Annually or when there are changes/admissions	9	Monitor the ongoing implementation of the Equality Act	Establish Consultation Forum made up of SMT, staff, parents, and pupils	Headteacher/ SENCo & Pastoral Care Coordinator	As required	a) as part of our parents/ carer forum on our website, ensure that disability is always on the agenda b) ensure that parent/ carer feedback forms provide an opportunity to comment on Equality
Annually or when there are changes	10	Make appropriate adjustments to the Accessibility Action Plan	Carry out an interim review and evaluation of the effectiveness of the Action Plan	H&S consultant in consultation with the school SLT	SLT meetings	Ensure that Action Plan is revised on an annual basis or when there are changes.

11	Establish mechanism for collecting data on pupils, staff and parents who may have disabilities and consider how data can be used effectively to ensure that pupils, staff and parents who may have disabilities are not disadvantaged	Utilise Pupil Needs Risk Assessment at home visit prior to admission to ensure that we are fully aware of pupil and parent/ carer disabilities. Prepare and disseminate appropriate data to SLT and all learning providers in the school including TAs. Review accessibility arrangements/ analyse data to identify gaps in inclusion or where provision adversely impacts on achievement.	SENCo & Pastoral Care Coordinator / School Business Manager Ops Board in consultation with the school SLT	At SLT meetings	Relevant data compiled and disseminated to school staff to ensure staff are putting into action specific information on pupils who have disabilities.
12	Establish a training programme	Incorporate appropriate training into the whole school CPD policy. Implement specific and targeted CPD for individuals and groups.	L&D department, Ops board and School SLT	Implementation within our CPD planning from the following September.	Annual CPD plan to include training on Disabilities.
13	Review current activities and consider providing a greater variety to meet the wishes of disabled pupils	Undertake an audit of current activities and SMT/ SLT to devise creative additional activities to further expand our activity programme to meet the needs of our disabled pupils.	SLT meetings	Ongoing throughout SMT/SLT.	Year on year there is a greater range of activities available for specific pupils with disabilities.